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## BOOKS RECEIVED

### EDUCATION

*Pioneers in Education Series* (five volumes). By GABRIEL COMPAYRÉ. New York: Thomas Y. Crowell & Co., 1907. About 130 pp. each. 90 cents per volume.

(1) *J. J. Rosseau, and Education from Nature*, translated by R. P. JAGO; (2) *Herbert Spencer, and Scientific Education*, translated by MARIA E. FINDLAY; (3) *Pestalozzi, and Elementary Education*, translated by R. P. JAGO; (4) *Herbart, and Education by Instruction*, translated by MARIA E. FINDLAY; (5) *Horace Mann, and the Public School in the United States*, translated by MARY D. FROST.

*A Theory of Motives, Ideals, and Values in Education*. By WILLIAM ESTABROOK CHANCELLOR. Boston and New York: Houghton, Mifflin & Co., 1907. Pp. 534. \$1.75.

*Pupil Self-Government: Its Theory and Practice*. By BERNARD CRONSON. New York: The Macmillan Co., 1907. Pp. 107. \$0.90.

### ENGLISH

*Specimens of Modern English Literary Criticism*. Chosen and edited, with an Introduction and Notes, by WILLIAM T. BREWSTER. New York: The Macmillan Co., 1907. Pp. xxxiii+379. \$1.00.

*Scott's Quentin Durward*. (Pitt Press Series.) Edited, with Introduction, Notes, and Glossary, by W. MURISON. New York: G. P. Putnam's Sons; London: Cambridge University Press; 1907. Pp. 515. \$0.60.

### FRENCH

*Extracts for Composition in French*. (Heath's "Modern Language Series.") With references to Fraser and Squair's French Grammar, Notes, and Vocabulary, by J. E. MANSION, Boston: D. C. Heath & Co., 1907. Pp. 147. \$0.60.

### GERMAN

*Grillparzer's Die Ahnfrau*. Edited with Introduction, Notes, and Vocabulary, by FREDERICK W. J. HEUSER and GEORGE H. DANTON. New York: Henry Holt & Co., 1907. Pp. 257. \$0.80.

### SCIENCE AND MATHEMATICS

*Plant Physiology and Ecology*. By FREDERIC EDWARD CLEMENTS. New York: Henry Holt & Co., 1907. Pp. 315. With 125 illustrations.

*A First Course in the Differential and Integral Calculus*. By WILLIAM F. OSGOOD. New York: The Macmillan Co., 1907. Pp. 423. \$2.00.

*First-Year Mathematics for Secondary Schools*. By GEORGE WILLIAM MYERS, and WILLIAM R. WICKES, ERNST R. BRESLICH, HARRIS F. MCNEISH, ERNEST A. WREIDT. Chicago: The University of Chicago Press, 1907. Pp. 181. \$1.00.

*Geometric Exercises for Algebraic Solution*. Second-Year Mathematics for

Secondary Schools. By GEORGE WILLIAM MYERS, and WILLIAM R. WICKS, ERNEST A. WREIDT, ERNST R. BRESLICH. Chicago: The University of Chicago Press, 1907. Pp. 71. \$0.75.

#### HISTORY AND CIVICS

*A Short History of Rome.* By FRANK FROST ABBOTT. Chicago: Scott, Foresman & Co., 1907. Pp. 304. With maps and illustrations. \$1.00.

*A Handbook for the Study of Roman History.* (To accompany Abbott's *Short History of Rome.*) By FRANK FROST ABBOTT. Chicago: Scott, Foresman & Co., 1906. Pp. 48. \$0.25.

*An Introduction to the History of Modern Europe.* By ARCHIBALD WEIR. Boston and New York: Houghton, Mifflin & Co., 1907. Pp. 340. \$2.00.

*Economics for High Schools and Academies.* By FRANK W. BLACKMAR. New York: The Macmillan Co., 1907. Pp. 434. \$1.25.

#### BIOGRAPHY

*When Men Grew Tall: The Story of Andrew Jackson.* By ALFRED HENRY LEWIS. New York: D. Appleton & Co., 1907. Pp. 340. Illustrated. \$1.50.

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### NOTES AND NEWS

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In March, 1906, Mr. James A. Foshay, who for ten years had been superintendent of schools in Los Angeles, and to whom is due the credit of having built up a remarkable school system under all the difficulties of a rapidly growing and shifting population, resigned his position. Dr. E. C. Moore, assistant professor of education in the University of California, was elected in his place.

With the advent of a new superintendent, some changes and innovations were introduced, but so gradually as to produce no confusion or friction in the department. In fact, in most cases they appeared simply as an outgrowth and development of existing conditions.

Perhaps the most radical change made was in the method of appointing teachers and in the qualifications required. In order to be eligible to election under the present rule, the applicant must give evidence of education equivalent to graduation from a high school and from an accredited normal school. The method of examination introduced is that of the competitive test, and consists of an oral and a written part. The object of its introduction was to do away with the possibility of political influence affecting appointments, and has, after a year's trial, proved very successful. The oral examination was introduced in order to lend flexibility to the method, giving the examining board an opportunity to judge of the important factor of the applicant's personal qualifications. The written examination is itself a very practical one, consisting of twelve questions on the theory and practice of teaching.

The plan of appointment, together with the inducement of a 20-per-cent.